

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
MAKE A MATCH TECHNIQUE IN DESCRIPTIVE TEXT IN THE FIRST
SEMESTER AT EIGHTH GRADE SMP N 1 SENDANGAGUNG
IN ACADEMIC YEAR 2019/2020**

A Thesis

Submitted as a Partial Fullfillment of the Requirements for S1-Degree

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ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION THROUGH MAKE A MATCH TECHNIQUE IN DESCRIPTIVE TEXT IN THE FIRST SEMESTER AT EIGHTH GRADE IN SMP N 1 SENDANGAGUNG IN THE ACADEMIC YEAR 2019/2020

By: Siti Fatimah Zahroh

This research is about improving students' reading comprehension by make a match technique at the eighth grade of SMP N 1 Sendangagung. It was focused on students' reading and uses make a match technique. The objective of this research is to find out whether there is any improvement of students' reading comprehension after being taught by make a match technique

In this research, the researcher used classroom action research as research design that was held in two cycles. The subject of the research was the students of VIII2 (special class) which consist of 30 students of the eighth grade of SMP N 1 Sendangagung at the first semester. In this research, the instruments are reading test and observation sheet. The improvement of students' reading is analyzed by comparing of score from each cycle and percentage of high score.

The result shows that the implementation of the make a match technique in this study is successful to improve the students' reading comprehension. For reading the standard goal is 72. Therefore, the researcher determine that if 80% of students got score 72 it assume that using make a match technique in teaching learning improved students' reading comprehension. Looking at the scores, it was found that the students' reading comprehension is improved from 26% of students passed in first cycle to 83% of students passed in second cycle. It means that make a match technique is good technique in teaching learning process especially in teaching reading.

Key word : *Classroom Action Research, Make a Match Technique, Reading Comprehension.*



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Certified that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or finding included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, september 2019



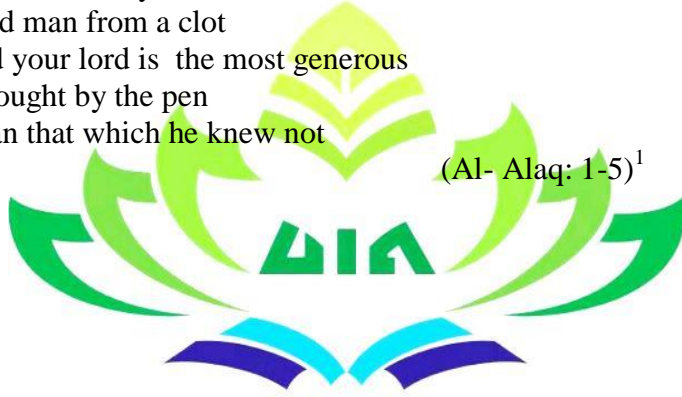
MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي
عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning

1. Read in the name of your lord, who has created
2. Has created man from a clot
3. Read! And your lord is the most generous
4. Who has taught by the pen
5. Taught man that which he knew not

(Al- Alaq: 1-5)¹



¹ Abdullah Yusuf Ali, The Holy Qur'an English Translation of the Meanings, (New Johar The King Fahd Holy Qur'an Complex, 1987), p. 142

DEDICATION


I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Sadikin and Mrs. Junainah who have already prayed and supported for my success and advice me all the time.
2. My beloved brother mr Rahmat.S, ag.M.H,i. sister Nur Hayati.S.Pd, who always care for my study and motivate me to succeed. Thanks, I love you so much
3. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The researcher's name is Siti Fatimah Zahroh. She was born in Kutowinangun, Lampung Tengah on June 27th 1997. She is the ninth child of Mr. Sadikin and Mrs. Junainah. She have two sisters. She lives in kelurahan Kutowinangun, Kecamatan Sendangagung, Lampung Tengah



The researcher graduated from Elementary School at SDN 1 Kutowinangun in 2009. She continued her study in Junior High School at SMPN 1 Sendangagung and graduated in 2012. After that, she went to SMAN 1 Sendangagung and graduated in 2015. In the same year, she registered as a student of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

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Alhamdulillah, thanks Allah the Almighty, for the blessing, merciful and kindness. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to Him, this thesis entitled “Improving students’ Reading Comprehension Through Make a Match Technique in Descriptive Text In The First Semester at Eighth Grade in SMP N 1 Sendangagung In the Academic Year 2019/2020” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Nirva Diana, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training and his staff who have given an opportunity and the help for the researcher when on going the study until the accomplishment of this thesis.
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7. The researcher's friends in English Education of UIN Raden Intan Lampung 15 especially students of class B thanks for best time and moment.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, September 2019
The Researcher

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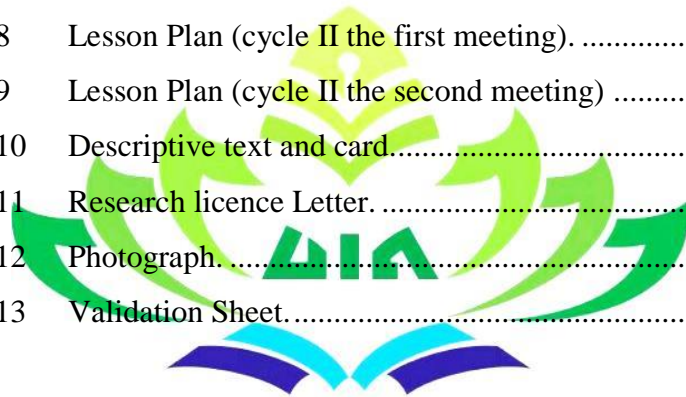
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of English skills that very important for us, because nowadays some information comes to us in written text. Reading activity requires construction to comprehend each sentence. According to Harmer, reading is useful for language acquisition.² It means that by reading we can expand language skills, so our knowledge can increase too by reading activity. Reading is receptive skill, when we read we received some information from text. Reading is one of the skills must be achieved by the students in English learning.

As stated by Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.³ On the other hand, reading ability will be best developing in four skills such as writing, listening, and speaking activity. From these four skills, reading has an important portion in teaching and learning process. Reading is always in pairs with comprehension. When we read we have to know the meaning word by word, sentence by sentence, and until we know the meaning all of the text. In addition, reading activity can develop our knowledge.

According to Anderson in Klingner, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that

² Jeremy Harmer, *How to Teach English*, (London: Person Longman, 2007), p.99

³ H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Edition), (San Fransisco: Longman, 2007), p. 7.

include word reading, word and world knowledge, and fluency.⁴ In other words, reading is needed in understanding a meaning that will increase our knowledge.

Based on preliminary research had done by researcher on 8 December 2018 at eighth grade at SMP N 1 Sendangagung, the data was taken both by interviewing the English teacher, Umi Muntamah, S.Pd and by distributing questionnaire for students, and also the data of reading comprehension score was collected as well. Based on interview with the English teacher at SMP N 1 Sendangagung, the teacher said that the students still got difficulties in understanding the text and students still confused to comprehend the descriptive text. Not only interview with the English teacher but also the researcher used questionnaire in order to know information more. There were ten questions with 30 respondents. Based on the result of questionnaire, these were the problems among others: (1) students said that they did not like studying English subject. They thought that English was very hard to be learned because sometime they could not understand what the teacher said when English is used in the classroom; (2) the result from questionnaire was some students still got difficulties in comprehending reading text. The students were passive when teaching reading occurred.⁵

Related to preliminary research, the researcher found that some students had low score in reading. The students' score can be seen in Table 1.1

⁴ Jenette K. Klingner, Sharon Vaughn & Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York:The Guilford Press, 2007), p.2

⁵ Questionnaire VIII2 SMP N 1 Sendang Agung. 10 Desember 2018

Table 1.1
The Students' Reading Score of the First Semester at the Eighth Grade of SMP N 1
Sendangagung in the Academic Year of 2018/2019

No	Class	Students' Score		Number of students
		<72	≥72	
1	81	23	7	30
2	82	24	6	30
3	83	21	9	30
4	84	22	8	30
5	85	25	5	30
Total		115	35	150
Percentage		76%	24%	100%

Source: The data of Reading Score at the Eighth Grade of SMP N 1 Sendangagung in the Academic Year of 2019/2020

According to the teacher, the score that must be reached is 72. Based on the data obtained from 150 students, only 35 of students were able to get score above the criteria and 115 of students got score under the criteria. It meant that many students had low reading score in learning process. There were many reasons why their reading skill was poor based on the data from interview with English teacher and questionnaire had spread to students.

From the problem above, the researcher helped the teacher to improve reading in descriptive text. The researcher used makes a match technique to help students in comprehending English text. Make a Match is one of cooperative learning technique that is developed by Curran. It is learning using card and consists of questions card and the other consist of answer from the question. As stated by Curran in Huda, make a match is one of cooperative learning that using card and the students have to found their pair that got same information.⁶ On the other hand, make a match is cooperative learning that using card in learning process.

The steps of make a match are:

⁶ Miftahul huda, *Cooperative Learning*,(Yogyakarta:Pustaka Pelajar, 2014), p.134

- a) The teacher divides students into two groups.
- b) The teacher gave cards to the students
- c) Every student gets one card.
- d) The researcher asks the students that they have to find and match the cards and the teacher give time limit to them
- e) The researcher asks the students who find their partner to report her, the teacher will note on paper.
- f) Every student who is able to check off its card before deadline is given the point.⁷

The result of previous research showed that using Make a Match technique had an effect to improve reading comprehension. It had applied by Frily Amalia Gusti Arini from State Islamic University Raden Intan Lampung on September 2016 at Mts Mathlaul Anwar Landbaw Gisting. On her research with Teaching and Learning Vocabulary by using Make a Match in second semester at seventh grade showed that teaching reading comprehension using make a match can increase students' reading comprehension and make student active in learning.⁸

The result of previous research there was an increase of students' reading comprehension achievement after being taught by make a match type of cooperative learning. It had applied by Irwanto from Islamic University

⁷ Ibid P.135

⁸ Frili Amalia Gusty Arini, *Teaching and Learning Vocabulary by Using Make a Match in Second Semester at Seventh Grade Mts Mathlaul Anwar Landbaw Gisting Tanggamus* Academic Year 2015/2016, P.59. available on [http://repository.radenintan.ac.id/2419/1/combinepdf_\(5\).pdf](http://repository.radenintan.ac.id/2419/1/combinepdf_(5).pdf), accessed on Tuesday 2 April 2019

Alauddin of Makassar on Augusts 2017. On his research with using make a match to improve students reading comprehension at MTs Guppi Samata Gowa. It shows that make a match could improve students reading comprehension and it could be proven by the t test value (5,511) is higher than t table value (2,021), at the level of significance (α) 0,05 and the degree of freedom df 48.⁹

Based on those previous researches, the researcher concluded that using make a match has great result because it can improve students' reading and students can be active in learning. So it can increase their reading score.

There are some differences between previous research and the current research. The previous research had been done at MTs Mathlul Anwar Landbaw Gisting and MTs Guppi Samata Gowa, meanwhile the current research was conducted at SMP Negeri 1 Sendangagung. All previous researches did not use specific genre of text in teaching reading comprehension by using make a match, meanwhile the current research used specific genre that was descriptive text. Those previous research used experimental research design method and the current research used classroom action research, it meant that the previous research and the current research used the different method. From the explanations, the researcher used Make a Match as a reading technique to help students in comprehending reading in descriptive text.

⁹ Irwanto, *Using Make A Match to Improve The Students' Reading Comprehension Mts Guppi In samata Gowa*, 2016, p.161, available on <https://pdfs.semanticscholar.org/eab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

Therefore, the researcher had conducted the research entitled **Improving Students' Reading Comprehension Through Make A Match Technique In Descriptive Text In The First Semester At Eighth Grade In Smp N 1 Sendangagung In Academic Year 2019/2020**

B. Identification of the Problem

Based on the background of problem, the researcher identified the problem as follow:

1. The students' reading comprehension was still low.
2. Some students had difficulties to comprehend reading descriptive text.
3. The students' motivation to learn English was still low.

C. Limitation of the Problem

The researcher focused on reading comprehension that was improving students' reading comprehension through make a match technique to comprehend descriptive text and focused on interactive reading.

D. Formulation of the Problem

Based on the limitation of the problems above, the researcher formulated the problem as follow: How can make a match technique improve the reading comprehension of the eighth grade students of SMP N 1 Sendangagung?

E. Objective of the Research

Based on the formulation of the problem, this research was aimed to describe the implementation of make a match technique to improve students reading comprehension of eighth grade students in SMP N 1 Sendangagung.

F. The Significance of Research

1. Theoretically

This research was expected to support theories that make a match technique can improve students' reading comprehension.

2. Practically

- a. For the English teachers

By knowing make a match technique, the English teachers can used this technique in teaching reading.

- b. For students

To motivate the students in learning English especially in reading comprehension on descriptive text

G. Scope of the Research

1. The subjects of research

The subject of research was the students of eighth grade of SMP N 1 Sendangagung, Lampung Tengah.

2. The object of the research

The object of the research focused on improving student's reading comprehension by make a match technique

3. The place of the research

The research conducted at SMP N 1 Sendangagung Lampung Tengah.

4. The time of the research

The research conducted in the first semester 2019/2020



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

There are four skills in English they are: reading, speaking, listening and writing. All of skills should be mastered for everyone that study English. Wallace says that reading is plays a key role in almost every course of study.¹⁰ It means that reading is very important that needed in English because by reading students can get more about knowledge.

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹¹ In other word when they reading they will transform or understand the message in the text and combine their own background with information in order to get the idea and the meaning.

Reading is a way of getting the meaning or knowledge from the printed page such as textbook, magazine, novels.¹² It means that reading is a way to get knowledge, information and pleasure from printed page. According to Goodman in Ermawati, reading is the process of language, not just the sum of the various decoding and the smallest part of the comprehension of skills.¹³

¹⁰ Michael j wallace, *study skills in english* (2nd ed), (United Kingdom, Cambridge University Press: 2004),p.9

¹¹ David nunan, *Practical English Language Teaching* (New York: Mc Grow- Hil companies, 2003), P. 8.

¹² Team of Five, *Improving Reading skill in English*,(Jakarta: Kencana, 2006), p. 51.

¹³ Ermawati zulkhaatin nuroh and vidya mandarani, *improving students' ability in reading comprehension through cooperative learning of TAI (team assisted individualization)*,(Yogyakarta: 2017) ,P. 201. available on <http://seminar.uad.ac.id/index.php/utic/article/download/168/138>, accessed on Monday 1 April 2019

In other word, reading is process understanding the meaning from the text in order to get the goals of reading to know what the meaning from text.

Based on those theories, the researcher can conclude that reading is process get a meaning or information from printed page. Reading is the activity can increase our knowledge. Reading process also needs reader background knowledge to build the readers comprehension. Reading is also very important in our daily activity by reading we can get information easily.

B. Types of Reading

There are two types of reading. They are extensive and intensive reading. To get maximum benefit from their reading, students need to be involved in both of them.¹⁴

1. Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.¹⁵ It is reading activity that in which teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.
2. Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001), p.210

¹⁵ Francois Grellet, *Developing Reading Skill A Practical Guide to Reading Comprehension Exercise*, (UK: Cambridge University Press, 1981), p.4

of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.¹⁶ It means that intensive reading is reading that focus on science or education reading.

C. Reading Comprehension

Reading comprehension is generally known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic.¹⁷ It means that reading comprehension is interaction between readers and the text itself. The reader also related to their background knowledge.

According Schuman in Wastwan Comprehension involves an understanding of words and how these words are used to create meaning.¹⁸

According Mohammadi and Abidin in Vetimardianti defined reading comprehension generally known as an interactive mental process between a readers linguistic knowledge, knowledge of the world, and knowledge about a given topic.¹⁹ it means that reading comprehension is process understanding

¹⁶ Maija MacLeod, *Types of Reading*, available on [Http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10](http://fis.ucalgary.ca/Brian/611/readingtype.html/03August2012/10).


¹⁷ Klinge janette K. Vaughan Sharon and bosman Alison, *Teaching Reading Comprehension Students with Learning Difficulties* (New York The Guilford Press:2007),p. 32.

¹⁸ Wastawan Komang and Cucu Sutarsyah, *Increasing Stdents' Reading Comprehension Through Make a Match Type of Cooperative Learning at First Grade of SMA.*, (Seputih Banyak, 2013), P.1 available on <https://media.neliti.com/media/publications/213577-increasing-studentsatm-reading-comprehen.pdf>, accessed on Wednesday Tuesday 2 April 2019

¹⁹ Vetimardianti, jos. E. Ohoiwutun, Wahyuni, *improving students' reading comprehension through schema activation strategy*. E-journal of English Language

the meaning of passage from the text. According to Rand in Susilowati, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²⁰ It means that reading comprehension is activity that involves many activities such as extracting, constructing in written text.

They are the criteria that use to measure students reading comprehension ability they are:

- 
1. Main idea (topic sentence)
E.g: Candi Prambanan is one of the tourist places in Yogyakarta.
 2. Expression /idiom/ phrase in context.
E.g: well known
 3. Inference (implied detail)
E.g: The moon sure looks bright.
 4. Grammatical feature
E.g: using present tense (see)
 5. Detail (scanning for a specifically stated detail)
E.g: where does Ani buy her doll? where does Ani put her doll?
 6. Excluding facts not written (unstated details)
E.g: which of the following is not stated.....?

7. Supporting idea

E.g: In Bedugul there are some tourisms places that very interesting to visit.

8. Vocabulary in context.

E.g: what is the synonym of careless?²¹

Based on those explanations, reading comprehension is interaction between readers and the text itself. The reader should be careful in reading in order to understand the meaning passage correctly. Reading comprehension also involves many activities such as extracting, constructing in written text. Reading comprehension have a lot of criteria to assess the student ability they are: Main idea, Inference, Grammatical feature, Detailed, Excluding facts not written, Supporting idea, and Vocabulary context.

D. Teaching Reading

Teaching is activity that transfers the knowledge. Teaching is about the transmission of knowledge from teacher to student, or is it about creating conditions in which, somehow, students learn for themselves.²² It means that teaching is sharing knowledge, guiding study and giving instruction, between two or more people, and help students to get their goal is build the knowledge. The goal of teaching reading is to develop students' skills that they can read well. In addition, teaching reading will increase their knowledge. In teaching reading the teacher must pay attention about of principles of teaching reading. The principles of teaching reading are: reading

²¹ H.Douglas Brown, *Language Assesment: Principles and Classroom Practice*, (San fransisco:Longman, 2003),p.206

²² Jeremy harmer, *how to teach english*,forth edition (London:longman,2007), p.107.

is not passive skill, students need to be engaged with what they are reading, Student should be encourage to respond the content of a reading text not just to the language, Prediction is major factor in reading, students have to Match the task to the topic, good teacher must be exploit reading texts to the full.²³

Based on that explanation, teaching reading is guiding the students to achieve their goal, to understand the passage from a text. The teacher gives instruction how to comprehend the text, that can make easy the students in reading and they will know and understand what they read.

E. Types of Classroom Reading Performance

Brown states that there are four categorizes of reading performance assessment tasks, described as follows:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, *etc.*

²³ H.Douglas Brown, op. Cit. p.210

3. Interactive

Interactive reading is a process of negotiating meaning, the reader brings to the text a *set* of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.²⁴

From the statement above, the researcher can conclude that there are some types of classroom reading performance that can be used by the students. The first perceptive is involved letters, words, punctuation, and graphemic symbols. The second selective is typical tasks that used: picture-cued tasks, matching, true/false and multiple-choice. The third is interactive focused on interactive task to identify relevant features. The last extensive reading is books that are usually read outside classroom hour. In this research the researcher focused on interactive reading

²⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York:Longman,2004), p. 187

performance because this reading is focused on interactive task. However in this research the researcher using make a match technique so it is related each others.

F. Genre Text

As a students, much of our time will spent interacting with text. Text is any object that can be read. According to Siahaan, text is a meaningful linguistic unit in a context.²⁵ It means that text is human readable the words they form that can be understood. Generic structure and language feature are dominantly used.

According to Djuharie, there many kinds of text those are descriptive, narrative, report, recount, explanation, hortatory exposition, review, spoof, anecdote, news item, analysis exposition and procedure text

1. Descriptive text

Descriptive text is a text to describe a particular person, place or thing.

2. Narrative text

Narrative text is kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.

3. Report text

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Recount text

Recount is a text to retell events for the purpose of informing or entertaining.

²⁵ Sanggam Siahaan &Kisno Shinoda, *Generic Text Structure*(Yogyakarta : Graha Ilmu, 2008), p.1

5. Explanation Text

Explanation text is a text to explain the processes involved in the formation or workings of natural or social cultural phenomena.

6. Hortatory Exposition text

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

7. Reviews text

A review is a text to critique an art work or event for a public audience.

8. Spoof text

Spoof is a text to retell an event with a humorous twist. Its social function is to entertain and share the story.

9. Anecdote text

Anecdote is a text to share with others an account of an unusual or amusing incident.

10. News Items text

News Items is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

11. Analysis Exposition text

Analysis Exposition is a text to persuade the reader or listener that something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

12. Procedure Text



Procedure is a text is any written English text in which the writer describe how something is accomplished through a sequence of action or step goal, it is purpose of doing instruction.²⁶

Based on those descriptions, the researcher concluded that there are types of text such as narrative, recount, and report. Each text has a difference in purpose and characteristic. But researcher only focus on descriptive text because the researcher want to know the ability of students to comprehend descriptive text, descriptive text is a text is one of text to describe something or someone.

G. Descriptive Text

Descriptive is one of English lesson that should be mastered. Because descriptive material is very necessary for the increasing of our English proficiency. Descriptive text is text that describe about place, thing and people. The purpose of this text is to describe the reader.

1. Definition of Descriptive Text

According to Siahaan and Shinoda, Descriptive is a written English text in which the writer describes an object.²⁷ It means that descriptive text is describing an object. Moreover, the purpose of descriptive text is giving information about a thing or a person.²⁸ It means that descriptive text is giving particular information to readers by describing an object.

²⁶ Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. Yrama Widya, 2009), p.153-154

²⁷ Sangam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta : Graha Ilmu, 2008), p.89

²⁸ Emi emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.82

Gerot and Wignell state that the social function of descriptive text is to describe a particular person, place or thing.²⁹ To make the readers easily got the purpose of the text, it is necessary good understanding. The arrangement of the text stresses on the identification and description. The other important one is make it sure that we have used generic structure and lexico grammatical features correctly.

2. Generic Structure of Descriptive Text

a. Identification

Identifies phenomenon to be described

b. Description

Describe parts, qualities, characteristics

3. Language Feature Descriptive Text

Significant Lexico grammatical Features of Descriptive Text

a. Focus on specific participants

b. Use attributive and identifying processes

c. Frequent use of epithets and classifier in nominal group

d. Use of simple present tense.³⁰

It means that descriptive have some generic structure and language feature like another text. It is very important for us to know about generic structure and language feature of descriptive text. In this text describes an object so that the reader can imagine about the object because the writer describe it specifically.

²⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Quuensland : Antipadean Educational Enterprises Publising, 1994), p.208

³⁰ Ibid, p.208

4. Example of Descriptive Text

My toy

Identification

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tea I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year. nth birthday anniversary last year.

Description

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much

<https://www.pustakabahasainggris.com/descriptive-text-tentang-diecast-hotwheels-monster-jam/>

H. Make a Match

Cooperative learning is important for teachers and students by cooperative learning can make students happy in learning process. There are many kinds of cooperative learning one of them is make a match. Make match is one of cooperative learning, that can make students more active in teaching learning process because students must be find their partner using card.

1. Definition of Make a Match

Make a match technique is one of the co-operative learning technique developed and introduced by Lorna Curran in 1994 make a match is one of the co-operative learning which can be used in all lesson make a match

technique, where students have to find their partner.³¹ According to Suprijono make a match is learning using card. It consists of questions card and the other consist of answer from the question.³² According to Huda, make a match is a technique in which students search for partners while studying a particular concept or topic in a pleasant atmosphere. This technique can be applied to all subjects and grade levels.³³ According to Hamid in Abdullah Farih make a match technique is interesting technique which used to review the materials given before.³⁴ It can be drawn that make a match technique is one of cooperative learning that can make students more active and did not bore because all of students involved in learning process.

2. The Procedures of Make a Match

To make the goal of teaching reading through make a match success the teacher and the students have to know the steps or the procedures of this technique. According to Huda, the procedures as follow:

- a. The teacher divides students into two groups.
- b. The teacher prepares some cards containing some topics
- c. Every student gets one card.
- d. Every student thinks the answer of the question from the card hold on

³¹ Irwanto, Nurpahmi, *Using Make A Match to Improve The Students' Reading Comprehension Mts Guppi In samata Gowa*, (Gowa,2016), p.161, available on <https://pdfs.semanticscholar.org/eab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf> , accessed on Tuesday 2 April 2019

³² Agus Suprijono, *Cooperative Learning*,(Yogyakarta: Pustaka Pelajar,2009).p.94.

³³ Miftahul Huda,*Cooperative Learning*,(Bandung: pustaka pelajar 2014). P.135.

³⁴ Abdullah Farih,*Improving Students' Reading Comprehension by Using Make a Match Technique At The Eight Grade Students' of MTs Al Fattah Banyuurip Ujung Pangkah Gresik*, E-Link Journal,Vol. 5 No. 1 (Gresik, 2018), P.42. Available on http://webcache.googleusercontent.com/search?q=cache:K_mw9km2tF0J:jurnalpendidikan.unisla.ac.id/index.php/elink/article/download/49/49+&cd=2&hl=id&ct=clnk&gl=id accessed on Monday 1 April 2019

- e. Every student looks for couple having card which fits in its card.
- f. Every student who is able to check off its card before deadline is given the point.³⁵

According to Zawil those procedures below:

- a. The students are divided into two groups, group A and group B.
- b. Each of the students in each group gets one card.
- c. The students in group A questions card B answer card.
- d. After they find their matches, they have to report it to the teacher.³⁶

Based on that explanation make a match technique have some steps that. In this reasearch the researcher used Huda's technique because Huda's technique more specific steps than Zawil's steps.

3. The Procedures of Make a Match in Teaching Reading Comprehension in Descriptive text

There are many kinds of cooperative learning. To make the goal of cooperative learning is achieved the teacher have to know how to applied in the class. Most of schools in Indonesia used K13 system. According Musfiqon there are five steps in scientific approach: observing, questioning, associating, experimenting and communicating.³⁷

³⁵ Miftahul Huda, *Cooperative Learning*, (Bandung: pustaka pelajar 2014). P.135

³⁶ Ratna zawil ,*using make a match technique to teach vocabulary, banda aceh*, English Education Journal (EEJ), Vol.7 No. 3 (Banda aceh, 2016). P.316. Available on <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/4586>, accessed on Monday 7 April 2019

³⁷ . Musfiqon, *Pendekatan Pembelajaran Saitifik*, (Sidoarjo: Nizama Learning Centre, april 2015). P. 38-40.

b. Observing

- The teacher gives explanation about descriptive and the teacher asks the students to observe about descriptive.

c. Questioning

- The students ask the questions about descriptive that they have been not understood yet.

d. Experimenting

The students read the text about descriptive text that has given by teacher.

e. Associating

After the students read the descriptive text they have to steps bellow:

- a) The teacher divides students into two groups.
- b) The teacher gave cards to the students
- c) Every student gets one card.
- d) The researcher asks the students that they have to find and match the cards and the teacher give time limit to them
- e) The researcher asks the students who find their partner to report her, the teacher will note on paper.
- f) Every student who is able to check off its card before deadline is given the point.


f. Communicating

The students have to gather with their partner to match the question card and answer card after that report the result and come forward to show to the

other students and teacher what the question and the answer that they get by reading.

3. The Advantages and Disadvantages of Make a Match.

The Make a match learning process have advantages and disadvantages. According to Munawar in Irwanto the advantages of make a match learning technique are:

- 
- a. Each students can be directly involved in answering question given to them in the form of card
 - b. Can increase the students' creativity through matching the cards.
 - c. Can help avoid students being bored during the teaching learning process.
 - d. Can create a more interesting classroom atmosphere.³⁸

Based on that explanation that the researcher can conclude that make a match have seven advantages, such as make students more active so the students can involve in teaching learning. Not only just hear the teacher.

The disadvantages of the make a match learning technique are:

- a. It needs guidance from the teacher to do this activity.
- b. The teacher has to limit the time when the students are doing this activity.
- c. The teacher must prepare the materials are needed before.³⁹

³⁸ Irwanto, Nurpahmi, *Using Make A Match to Improve The Students' Reading Comprehension Mts Guppi In samata Gowa*, (Gowa, 2016), p.164. available on <https://pdfs.semanticscholar.org/eab9/11deb9d007fe8692b264040e7ca57d52b6c7.pdf>, accessed on Tuesday 2 April 2019

³⁹ Anita lie, *Cooperative Learning*. Grasindo, Anggota Ikapi, Jakarta. 2002. p.56.

Based on that explanation make match techniques have disadvantages, not only advantages but also disadvantages too that we have to know. Because this technique needs guidance from the teacher so the teacher has to prepare all of things that needed in the process. Based on explanation make a match is one of cooperative learning that using two card, the question card and answer card. This technique can make students more active in teaching learning process.

I. Frame of Thinking

Reading is one of important skill, everyone should be able to reading because by reading everyone can get information, knowledge and also pleasure, not only by reading but also students had to comprehend, and in order to we could get the goals of reading such as we get information from the text. Nowadays information came to us in written text so we had to know reading comprehension correctly.

Many students got difficult to comprehend the text, so they have difficulty to find the main idea of the text because they have lack of vocabulary. Therefore, the researcher should use the suitable technique in reading comprehension to solve this problem and to increase the student reading comprehension.

Make a match is one of cooperative learning that can make students more active. Make a match is effective technique for reading comprehension because this technique involved all of students in learning; they discussed

each other to find the partner that suitable with their card. Before they found their partner they have to find some information by reading the text. So by doing this technique the students more active and they were not bored in learning reading comprehension.

Based on those explanations, it can be concluded that make a match towards reading comprehension increase students' ability in reading comprehension, it helps the students to understand the information from the text because they can share the information each other, so by using make a match students to be more active in the learning process and students can easily understand the meaning of the text that they read.

J. The Hypothesis

Based on theoretical assumption, the researcher formulated the hypothesis as follow:

The Make a Match technique can improve students' reading comprehension at eighth grade in SMP N 1 Sendangagung.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, Classroom Action Research (CAR) was the method of the research. This kind of research has systematic procedure done by teachers (or other individuals in educational setting) to gather information about, and to improve the ways educational setting involve teaching and students learning.⁴⁰ Hopkins suggests that the combination of action and research can be used as a personal attempt to understand, improve, and reform practice.⁴¹ Also Kemmis and McTaggart argue that to do action research is the practioners have to plan, act, observe, reflect more carefully and more systematically than what they do in their everyday life.⁴² According Bogdan and Biklen in Khasinah, action research is the systematic collection of information that is design to bring about social change.⁴³

Based on those explanations, it can be concluded that action research or classroom action research is method that is used to improve the quality of teaching and learning condition in a class scientifically throughout systematic processes. The processes are planning, acting, observing and reflecting.

⁴⁰John W. Creswell, *Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research in Education fourth edition*, (New Jersey: Pearson Education Inc, 2015), p.578

⁴¹Louise Cohen, Lawrence Manion, and Keith Morisson, *Research Methods in Education*. (6th ed), (New York: Routledge, 2007), p.297

⁴²Ibid

⁴³Siti Khasinah, *Classroom Action Research*, Jurnal Pionir, Vol 1, No 1, (Juli-Desember 2013) P.108. Available on <https://jurnal.ar-raniry.ac.id/index.php/Pionir/article/viewFile/159/140> accessed on Sunday 5 Mei 2019

In conducting the research, the researcher used the procedure of classroom action research. The research itself consists of planning, action, observation, and reflection. The action research process can be drawn in the scheme below:⁴⁴

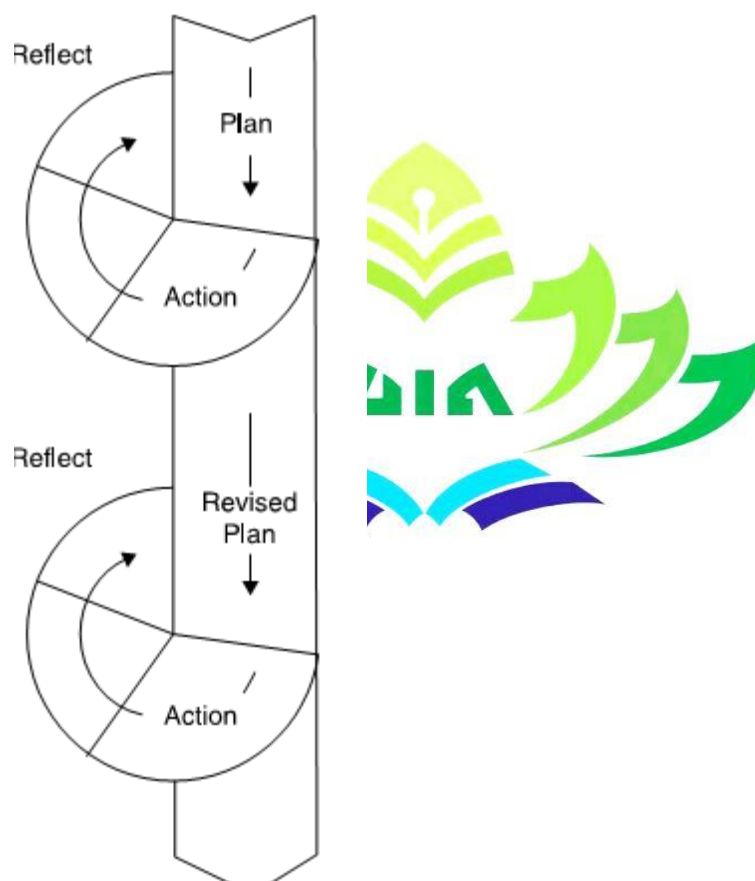


Figure 1 Cyclical AR model based Kemmis and McTaggart (1988)

B. Research Setting

This research was conducted in SMP N1 Sendangagung in academic year 2019/2020. This school was located at Jl Kutowinangun Kecamatan Sendangagung Lampung Tengah. There were 15 classes and each class there

⁴⁴AnneBurns, *Doing Action Research In English Language Teaching: A Guide For Practitioners*. (Taylor & Francis. 2010).p.9.

were 30 until 35 students. The school was chosen because the students' motivation to learn reading comprehension was still low and this school is one of the favorite schools in Sendangagung, this school also has sufficient facilities such as: projector, board and etc, to support teaching learning process.

C. Research Subject

This research was conducted in eighth grade students of SMP N 1 Sendangagung. The researcher only took one class VIII 2 which consist 30 students. In choosing the class, the researcher must discuss with the English teacher as a collaborator in this research. Based on interview to the teacher, the teacher gave a suggestion to choose class VIII 2 as the subject. According to the teacher, VIII 2 was class that got difficulties in teaching reading.

D. Research Procedures

In this classroom action research, the research conducted into two cycles. Each one cycle there were two meetings. Each one cycle consists four steps they are: planning, action, observation and reflection. In cycle one was designed from planning, action, observation and reflection. In cycle two was designed based on reflection in cycle 1.

1. Planning

In this step the researcher planned some steps. They were:

The first is preparing material. The researcher was trying to make a lesson plan which is based on syllabus of English for the eighth grade of the junior high school in the first semester. The material that taught was descriptive.

Descriptive is one of materials in the first semester of eighth grade. There are four core competences in this lesson plan and basic competence that used in this lesson plan is 4.11 it is about descriptive text.

The second was determining cards to teach students how to comprehend descriptive text by make a match

The third was determining sheet of classroom observation and determining reading test that tested in the pretest and post test. In this action, the researcher formulated the test items taken from several resources. In addition, the researcher tried to formulate the test items based on the syllabus of English for the eighth grade of the junior high school in the first semester.

The last was determining the class activities. In this action, the researcher planned some interesting activities that could encourage the students to use their abilities in comprehending the reading text. In planning the actions, the researcher worked together with the English teacher of grade eighth.

In addition the researcher and collaborator filled out the observation checklist.

2. Action

In this part, researcher taught material through make a match technique with the lesson plan and the materials prepared. So, the students became more active in teaching process. First, the researcher conducted Cycle one. The researcher presented the topic entitled eiffel tower in the first meeting. The researcher presented what make a match was. The researcher explained make a match and presented how to use the make a match. In the next meeting, the

researcher asked the students to work in groups. In the end of the Cycle, the researcher evaluated the actions by observation sheet the students and the teacher about the class activities.

3. Observation

After conducting the action, the researcher observed the result of the action. The researcher also involved the collaborator to observe the condition of the class during the actions.

Observation had done on three parts of observation by collaborator and researcher. The first part when the teaching learning occurs, the collaborator observed the teaching learning process, the second when the students applied make a match technique in reading descriptive text to answer the question that had given by researcher and observed by researcher also, the third the researcher and the collaborator observed the discussion for individual assignment.

4. Reflection

Reflection meant reviewing what had done in the teaching learning process, the researcher and collaborator analyzed and reflected about teaching learning process based on observation result, students' performance, and test, to see the improvement of their reading comprehension. The result of this analysis showed the weaknesses and strength of teaching learning activity, material media, and students' reading comprehension.

Data analysis is an effort to choose, examine, eliminate, categorize and arrange the result of research to answer the problem, so the research delivered

and used for the reader.⁴⁵ It meant that data analysis is important in research to find the result from the data that have gotten by research.

After collecting the data by using test, the researcher analyzed the result of the test. The most important data required to answer the research question collect through administering tests to the eighth grade students of SMPN 1 Sendangagung. The researcher compared the students' mean score of each test to know the students improvement of the students reading skill.

To know the average of students' achievement, researcher used the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where

\bar{X} : mean

$\sum x$: Number of students achievement

N : Number of students.⁴⁶



E. Instruments

Instrument is a device used by the researcher during the data collection. It meant for gathering data was used research instruments. Research instruments used by the researcher was as a vehicle to stimulate, elicit, and encourage the students to give their opinions, responses and answers to obtain valid and reliable require data for the investigation. In this study, the researcher used two instruments in collecting data.

⁴⁵Suharsimi Arikunto Suhardjono and Supardi. *Penelitian Tindakan Kelas*. (Jakarta, Bumi Aksara: 2006) P. 133

⁴⁶Donald Ary, *Introduction to Research in Education*,(Canada, Wadsworth:2010) p. 108.

The instruments were:

1. Reading Test

In order to get the data about the students' reading comprehension achievement in groups or individually, the teacher used the test in multiple choice form. The question test consists of 40 items. And the teacher assessed the students test result on eight aspects of reading comprehension. They are main idea, expression/idiom/phrases, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, vocabulary in context.

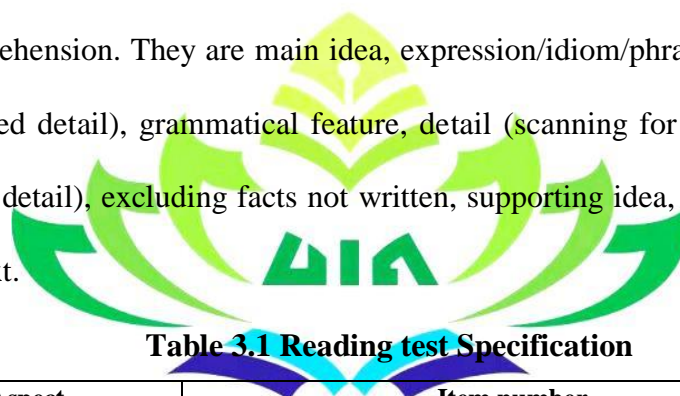


Table 3.1 Reading test Specification

No	Aspect	Item number		
		Pre test and Post test		
		Odd	Even	Total
1	Main idea	1,15,27,33,37	14	6
2	Expression/idiom/phrase	18	39	2
3	Inference(implied detail)	3,17,19	6,10,26,30	7
4	Grammatical feature	13	12	2
5	Detail (scanning for a specifically stated detail)	5,11,23,31	2,8,12,22,36	9
6	Excluding facts not written (unstated details)	7,25	16,20	4
7	Supporting idea	21	34	2
8	Vocabulary in context.	9,29,35,39	4,18,24,28,32,38	10
Total		19	21	40

2. Observation

Researcher and collaborator filled out the observation sheet during the process of teaching and learning. The teacher and collaborator took a note on students' activities and the process of the teaching and learning in classroom based on the observation checklist. In this research the researcher administered the step of make a match.

Table 2.2 Specification Observation

Component of observation	No items
To know that the researcher all the process of make a match technique in teaching reading comprehension	1, 2,3

F. Criteria of Success

In order to know the improvement of students' reading comprehension through make a match technique

a. Learning product

For students' reading the improvement is analyzed by comparing the mean of score from each cycles and percentage of high score. If the students get improvement 80% of students achieve 72 or more than it assume that teaching reading by using make a match technique to improve students reading comprehension.

To see the percentage of student who gets 72 the formula is:

$$\frac{\text{Number of students that got score} \geq 72}{\text{total number of students}} \times 100$$

b. Learning process

In the learning process, there are two aspects which became the focused on this research, the students' activities and the teacher performance. The observation of teaching process based on the lesson plan made by the researcher and it was based on the model that develop and the real process in the classroom. Students' activity is measure through written report of the researcher observation sheet, while the teachers' performance measured through structured observation sheet. The result of observation sheet became consideration whether the model revised or not. If the students' activity involved in the learning process, they were not improve and the teaching performance was not good. The researcher did not specify the target into certain number of percentages but only by looking at into the improvement of students who were actively improve in teaching and learning activities when make a match technique implemented. From the result of observation sheet, it was reflect to fix the model for the next cycle. If there is improvement of the students' participation and the teacher teaching performance after the model is fix, it means that make a match technique can make the students active in teaching and learning activities and make the teacher's teaching performance improve.

CHAPTER IV

RESULT AND DISCUSSION

This classroom action research was conducted in two cycles. The research was conducted by doing collaboration with the English teacher of SMP N 1 Sendangagung and the researcher, she became a fractioned who implemented the action in teaching learning process in the classroom while the English teacher was the observer and facilitator who observed in teaching learning process from the beginning until the end of the research.

A. The Implementation of First Cycle

Cycle 1 was done at Thursday 31st of July 2019; this cycle comprised planning, action, observation, and reflection. In this stage, the teacher did some activities as follow:


1. Planning

- a. Preparing material, making lesson plan, and designing the steps in doing the action.
- b. Preparing cards to teach the students how to comprehend the descriptive text in an effective way by introducing make a match technique.
- c. Preparing sheets of classroom observation (to know the situation of teaching learning process when the technique is applied).
- d. Preparing a test.

2. Action

This stage was done on 31st of July 2019, Thursday. It took 2x40 minutes for each meeting and it was followed by 30 students. The action focused on implementing make a match technique to improve students' reading comprehension. The activities covered pre-activity, while-activity and post-activity. The stages were as follows:

a. Pre activity



The teacher focused on introducing the make a match technique to the students. The teacher started the class by saying a prayer. Then, she greeted the students and checked the students' attendance. The first meeting researcher introduced herself first. Then, the teacher gave the general apperception about the material that would be learnt by the students. It was done by the teacher. Here, there were only few students who responded to the questions and the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Bahasa Indonesia.

b. While activity

In the beginning of while activity the teacher introduced Make a Match technique to the students. This technique was still unfamiliar for the students. The teacher told the students how they dealt with the technique and explained each step in make a match technique. The students listened carefully. When the teacher finished explaining the steps, she gave a text entitled "*Eiffel Tower*" to the students and

asked them what Eiffel tower is? do you ever go to Eiffel tower? Moreover, at the end of this activity, the teacher introduced the topic. Then, she gave the text to the students. First, she guided the students to divide into two groups. Then she distributed cards, the first group got question cards and the second group got answer cards then she distributed a text, each student got one text with same topic. Before they matched their cards they must read a text. Teacher asked the students to identify the information related to their cards. After they got information what they needed, they had to match between question cards and answer cards that they got by asking each other. The teacher provided time about 5 minutes for those stages. After finished match the cards, they had to report to the teacher, show and read in front of class. As the students were still confused, she repeated the instructions by using Bahasa Indonesia.

c. Post-activity

In post activity, the teacher gave the students a time to ask. In addition, teacher answered the question. The teacher reflected all the things what she had done that day. After all things done, the researcher conducted reading test, finally she closed the meeting.

3. Observation

After doing an action, the teacher and collaborator discussed about what happened in the teaching process. The teaching process described as follows:

In teaching process, before distributing the descriptive text to the students the teacher introduced make a match technique to them. This technique was still new for the students. She told the students how they dealt with the technique and explained each step in make a match technique. When she finished explaining the steps, she gave a text entitled "*Eiffel tower*" to the student. Then, she distributed the text to the students.

After distributing the text, she asked the students to read the text by implementing the make a match technique. At first, she guided them in each stage on make a match technique. The teacher divided into two groups. The first group got question cards and the second group got answer cards then she distributed a text, each student got one text with the same topic, before they matched their cards, teacher asked the students to find the information related to the cards that they have gotten and other information they needed to know from the text. After they got information what they needed, they had to match between question cards and answer cards that they have gotten. The teacher gave time about 5 minutes for matching their cards. After finished the cards,

they had to report to the teacher. As the students were still confused, she repeated the instructions by using Bahasa Indonesia.

4. Reflection

The implementation of make a match technique in first cycle was done. After implementing the make a match technique, the teacher did reflection. Previously, she observed the condition of teaching and learning process of reading in the first cycle. In first cycle, there was a problem found by teacher. The students still could not find their right partner because they did not find information correctly by reading a text. It was because the teacher gave 5 minutes to match their card. They also could not find their partner appropriately with time that given by teacher.

For condition of students' reading test in first cycle the table below shows the learning product.

1 . Learning product

Table 4.1 Pretest score

No	Score	Frequency	Percentage
	<72	26	86%
	73-80	4	14%
	81-85	0	0%
	>85	0	0%
	Total	30	100%

From table of pre test above, the percentage of students score which got less than 72 were 86% students of total class. The total 73 through 80 there were 14% students of total class. At score 80 through 85 there were 0% of total class. At score 85 or more there

were 0% students of total class. Since the indicator of successful learning of this research is 80% of total class got 72, it means that the teaching reading by make a match technique can be implemented to help student in improving their reading. From the table above that, in this pre test there were 4 14% students got score $72 \geq 85$.

Table 4.2 Post test 1 score

No	Score	Frequency	Percentage
	<72	22	74%
	73-80	5	16%
	81-85	3	10%
	>85	0	0%
	Total	30	100%

For this cycle the percentage of students score which got less than 72 there were 74% students of total class. The total 73 through 80 there were 16% students of total class. At score 81 through 85 there were 10% students of total class. At score 85 or more there were 0% students of total class. Since the indicator of successful learning of this research is 80% of total class got 72, it means that the teaching reading by make a match technique can be implemented to help student in improving their reading. From the table above that, in this cycle there were 26% students got score $72 \geq 85$. This table also shows that the indicator was achieved and the researcher decided that need continue next cycle.

2. Learning process

For the learning process the point that became the focus activity of the students that happened along teaching learning. In this stage, the data was collected from the observation of teacher and collaborator. The table below shows the activity that happened along teaching learning.

Table 4.3 learning process

No	Students activities	Number Ss involved		Percentage
		Yes	No	
1.	Pre-activity	24	6	80%
	<ul style="list-style-type: none"> Interested in the opening of the class Responding to the teacher's question about the topic enthusiastically. 	19	11	63%
2.	While-activities	20	10	66%
	<ul style="list-style-type: none"> Responding to the topic enthusiastically. 			
	<ul style="list-style-type: none"> Following inquiry steps enthusiastically 	21	9	70%
	<ul style="list-style-type: none"> Actively involved in reading. 	23	7	76%
	<ul style="list-style-type: none"> Actively involved doing individually 	18	12	60%
	<ul style="list-style-type: none"> Actively involved to find partner 	27	3	90%
	<ul style="list-style-type: none"> Actively presenting their result of discussion in front of the class 	18	12	60%
	<ul style="list-style-type: none"> Actively involved in doing what have been learned (reflection) 	16	14	53%

3.	Post-activity <ul style="list-style-type: none"> Doing the reading test. 	30	0	100%
Average		21.7		72%

Based on table above, the learning process must be reached 25%. It indicates that in the learning process there were many main points has been observed. In pre-activities, the students committed two activities there were involving in opening and delivering topic enthusiastically. In while-activity, there were seven activities that had to do, they were responding topic enthusiastically, following inquiry steps enthusiastically, actively involved reading stage, actively involved work individually, actively involved to found their partner, actively report their result to the teacher, actively in doing what have been learned (reflection). In post-activity there was one activity doing reading test. From the table above, it shows that the involvement students in teaching learning activity which described whether the using make a match technique helps students in improving reading comprehension.

1. Pre activity

In pre-activity point 1 there were 80% students of total students interested in opening of class. In this stage the students involved opening eagerly for the teacher is spirit. In point two there were 63% students found by teacher who actively involved in responding to the question given by the teacher that related to the topic. Other students busying themselves, searching book and

some other were chatting with their friend. The enthusiastically of students could be seen from their gesture and facial expression.

2. While activity

In while-activity, there were seven points which become the consideration in this research. When the teacher talked about the topic, there were 66% students of total class enthusiastically in talking about topic. Some students busy themselves in chatting with their friend and other student wrote what teacher said. After talking about topic, the teacher explained make a match technique to them and in this step collaborator and researcher found 70% students who following inquiry step 76% student's active in reading stage found by collaborator and teacher found 60% students following active involved work individually. After the teacher explained make a match technique, the teacher guided the students to divide into two groups, group one got card about question card and group two got answer card. The teacher provided a text about Eiffel tower and she asked the students to read it to find information related to their card. The teacher asked the students to match their card correctly between question card and answer card. There were 90% students total of class who actively to found partner involved. There are 60% in work individually to report their result. And there are 53% students active in doing what have been learned.

3. Post activity

In the post-activity, the teacher conducted reading test. The students were given answer sheet of reading test. At this stage, all students involved the task. There are 100% total of students who involved in this stage. Those students who filled, their reading were seriously influenced with understanding the meaning. Because for learning product 80% students did not achieved 72 of total class, therefore the second cycle was needed. From first cycle the teacher and collaborator found many solutions toward the problems of learning process of learning reading by using make a match technique.

B. The Implementation Second Cycle

From the cycle previously, there were some weaknesses which found by the teacher there were the students could not find partner correctly because they did not get correct information from text because the teacher gave time about 5 minutes, so they could not match their cards correctly. In this cycle all of steps same with previous cycle, but in this cycle the teacher added the time from 5 minutes to 10 minutes.

The second cycle was done on 7th of August 2019. The second cycle was arranged based on the weaknesses found in first cycle. At this cycle, the researcher did the same step as first cycle. The cycle they were, planning, action, observation and reflection. This cycle, the teacher tried to modify based on the weaknesses found in first cycle. In

this cycle, the students were asked to match their cards. The cycle described as follows:

1. Planning

For this cycle, the teacher prepared some steps for gaining the successful teaching learning they were:

- a. The Teacher made lesson plan and selected material which the topic about my family. Based on problem faced by students towards reading skill in reading descriptive text.
- b. The Teacher Preparing ask the students to found their answer from text correctly
- c. The Teacher Preparing observation sheet and test instrument, that is reading test.

2. Action

For action, the teacher did the same activity as first cycle but had a with more. Based on the problem from first cycle, in while-activity the teaching learning was followed by 30 students and took times 2x40 minutes. The steps at this cycle did not differ from the first cycle that was pre-activity, while-activity and post-activity the steps described as follows:

a. Pre-activity

The teacher started the lesson by greeting the students. After she lead prayer and checked the attendance, she gave apperception to the

students about family. Then, she distributed a descriptive text entitled “*my family*” to the students.

In this stage, the teacher stood in front of the class and monitors the students and he ordered to seat tidily. At the beginning of lesson, the teacher did the same step as first cycle that was greeted student and checked their attendance list. The teacher reviewed the last lesson by asking the last topic. In addition, the teacher introduced the new topic about family. Then asked the students what is family? in this class who love family?

b. While-activity

For while activity, the teacher still focused on improving the students’ reading comprehension by using make a match technique and students’ motivation. The teacher asked the students to start implementing the make a match technique stage by stage. First, the teacher divided into two groups and the teacher gave a cards, each students got one cards, after that they were asked to read and identify a text that have given by teacher. Then she asked the students to find their partner. By asking each other, it could make students more active in learning reading. The teacher gave 10 minutes for those stages. Those stages were run naturally as it was the two meeting of the whole cycles. After that the student who finished early must report to the teacher and show and read the cards in front of class. The interactions between the students and the teacher were conducted naturally. The teacher did

not offer help to them. All of them could report and show their card in front of the class.

c. Post-activity

In post activity, the teacher did reading test. The students were given answer sheet of reading test. At this stage, all students involved the task.

3. Observation

In this cycle, the observation was still the same as previous cycle. The observation discussed about all what happened in the teaching process. The explanation was described as follows:

In the pre-activity, when teacher entered the class they gave full attention, also when teacher gave perception and some questions related to the topic, collaborator and the teacher found the same number of students who responded enthusiastically to the teacher's question.

As the consideration of suggestion from first cycle, the teacher asked the students to start implementing the make a match technique stage by stage. First, they were asked to read a text that has given by teacher. Both the collaborator and the teacher found the same number of students which involved at this stage there responded to the topic enthusiastically that showed from their eagerness. In the next steps, the teacher asked them to found information related to their cards after that they must found their partner correctly by their cards the teacher gave

time about 10 minutes to do those stages. The students followed the step enthusiastically that occurred there were 30 students joined the activity to report their result. After that the students report and show the card to the teacher and their friends by read in front of class.

4. Reflection

In this cycle, the reflection was still the same as previous cycle. The reflection covered discussed about all what happened in the learning product and learning process. The explanation was described as follows:

a. Learning product

The learning product's indicator of success has been written in the third chapter that was 80% of students achieved score 72 in reading test that means teaching by make a match technique improved students' reading comprehension. The following table explains the improvement in students' reading comprehension.

Table 4.4 Frequency of Students' Achievement for Reading

No	Score	Frequency	Percentage
1	< 72	8	26%
2	73-80	16	54%
3	81-85	4	14%
4	>85	5	16%
Total		30	100%

For this cycle the percentage of students score which got less than 72 there were 26% students of total class. The total 73 through 80 there were 54% students of total class. At score 81 through 85 there were 14% students of total class. At score 85 or more there were

16% students of total class. Since the indicator of successful learning of this research is 80% of total class got 72, it means that the teaching reading by make a match technique can be implemented to help student in improving their reading. From the table above that, in this cycle there were 83% students got score $72 \geq 85$. This table above also shows that the indicator was achieved and the teacher decided that no more cycle is needed.

b. Learning Process

Table 4.5 learning process

No	Students activities	Number Ss involved		Percentage
		Yes	No	
1	Pre-activity <ul style="list-style-type: none"> Interested in the opening of the class 	30	0	100%
	<ul style="list-style-type: none"> Responding to the teacher's question about the topic enthusiastically. 	28	2	93%
2	While-activities <ul style="list-style-type: none"> Responding to the topic enthusiastically. 	25	5	83%
	<ul style="list-style-type: none"> Following inquiry steps enthusiastically 	30	0	100%
	<ul style="list-style-type: none"> Actively in reading 	30	0	100%
	<ul style="list-style-type: none"> Actively doing individually 	28	2	93%
	<ul style="list-style-type: none"> Actively involved to find partner 	30	0	100%

	<ul style="list-style-type: none"> Actively involved in doing an individual, to report their result to the teacher 	30	0	100%
	<ul style="list-style-type: none"> Actively involved in doing what have been learned 	22	8	73%
3.	Post-activity <ul style="list-style-type: none"> Doing the reading test. 	30	0	100%
	Average	28.3		94%

a. Pre activity

In the pre-activity, when teacher entered the class they gave full attention, also when teacher gave perception and some questions related to the topic collaborator and the teacher found the same number of students who responded enthusiastically to the teacher's question those were 100% of total students. There was more increasing in paying attention from the student with the last cycle is from 23 to 30 students.

b. While Activity

As the consideration of suggestion from first cycle, the teacher asked the students to start implementing the make a match technique stage by stage. First, they were asked to divide into two groups. Both the collaborator and the teacher found the same number of students which involved at this stage there were 83% students of class responded to the

topic enthusiastically that showed from their eagerness. In the next steps, the researcher asked them to continue to read and identify a text to found the information the students followed the step enthusiastically that occurred there were 30 students joined the activity. When they try to found their partner the teacher gave time to do that. There were 30 students or 100% involved in this step. The students asked to read and show the result of the discussion, and there are 100% students involved in this stage. The researcher asked the students to ask something that they did not understand and there are 73% students involved this stage.

c. Post activity

In the post activity, the teacher did reading test. The teacher monitored them in order the student did not try to cheat his friend.

In this cycle, the learning product showed that the achievement of the students increased from 16% students who passed the passing goal increased to 83% students from total of class. This shows that the learning product has been achieved that is if 80% of total students got 72, it means that teaching reading by make a match technique is able to improve the students' reading comprehension.

For learning process, some activities were becoming the points of observation. The indicator of successful learning here as has been mentioned in the chapter 3 that is if 25% of the total class joined the learning activity actively, it means that the learning process has ran

well. From the table that resumed the result of the teacher and collaborator observation, it showed that 94% found by teacher and collaborator average from table above. Therefore, the teacher decided no more cycle was needed.

C. The Comparison Result of First Cycle and Second Cycle

The research question for this research is there any improvement of students' reading comprehension after being taught by make a match technique. Then this result was aimed to prove there was any improvement of students' reading comprehension after being taught by make a match technique. There are some improvement occurred in the cycle as can be seen in this charts below:

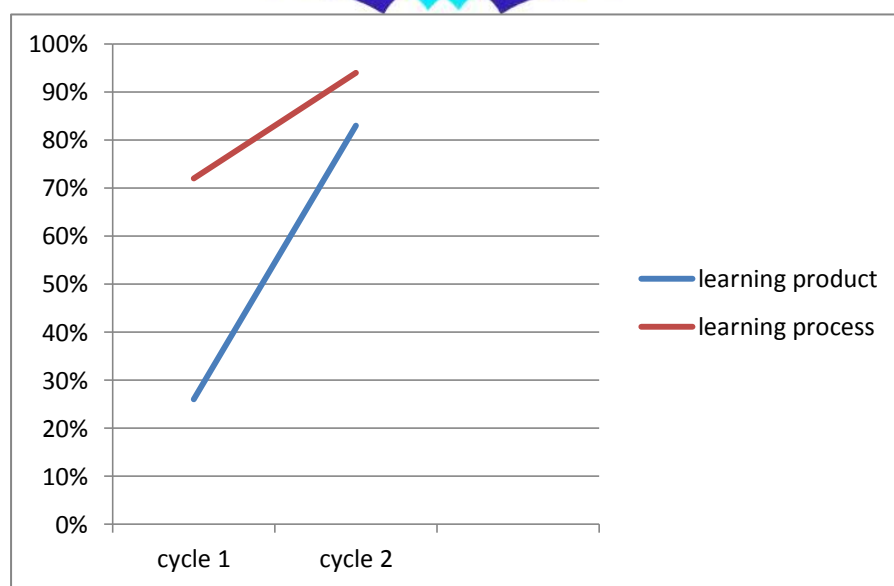


Figure 4.1 learning product and learning process

The students score in this research determined as successful learning product if 80% of students reached score 72. In the first cycle, the students passed the test only reached 26% from

total of students. It means that the second cycle must be conducted in order to get the target by considering the weaknesses in first cycle. After the second cycle was done, the students' score increased from 26% students to 83% students. It means the teaching product for this research has been fulfilled. Then the teacher decided that no more cycle was needed.

In this research, the students must reach 25% in learning process. The students' participation in learning process in the first cycle was 72% of the total of class. After conducting the second cycle the percentage of success students increased to 94%.

D. Discussion

In this research, the implementation of six steps of make a match really helped the students in improving their ability in reading comprehension, In this research the researcher used make a match technique to improve learning product and learning process. The make a match technique gave contribution in students' reading, it was proved that the teaching learning became more interesting and pleasantly. It also made students more active in learning reading by using card and matching their card. In this research, the researcher found the differences between the first cycle and second cycle, the difference between first cycle and second cycle is about the time in reading and matching their card. The

teacher changed from 5 minutes to 10 minutes, so the students could find information correctly and find the partner correctly. It was not in line with Lie since she said that the teacher has to limit the time when the students were doing make a match technique. However in this research the researcher added the time from 5 minutes to 10 minutes. Because in cycle 1 students got difficulty in doing read the text and match their cards.

In this research, in learning product, the researcher found that first cycle 26% students that passed the KKM and second cycle 83% students who passed the standard KKM while in learning process the researcher found first cycle and second cycle from 72% to 94%.

From the result of previous research stated that Make a Match technique can increase the students' reading comprehension. It has been applied by Irwanto from Samata Gowa 2012 at Tulungagung June 2012 at MTs Guppi Insan Atta Gowa, on his research entitled the using make a match can improve reading comprehension. Make a match technique made the students' reading score improve well and it made students active in learning process.

Based on the theory, the result of supporting previous studies and also the result of this research, it can be concluded that make a match technique can improve in teaching and learning activities especially in teaching and learning reading. Make a match can be used as alternative technique in teaching reading. The result of this research and the result

of previous research show that students' score was absolutely improve because the implemented of make a match technique. Make a match technique can help students easier and pleasantly in learning. It also can change the atmosphere in teaching and learning activity where a passive class change into an active class. It means that in the teaching and learning process the students is active and the teacher guide the activity.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in learning product and learning process, the result in learning product in the first cycle and second cycle from 26% students to 83% students. Then in learning process, the result from first cycle and second cycle is 72% to 94%. In this research, the researcher used make a match to improve students reading comprehension, by make a match the students feel pleasant, and change from passive class to active class, all of students involved. In this research there are two cycles, the differences between first cycle and second cycle is in the second cycle the researcher modified the time in reading and matching card, from 5 minutes to 10 minutes, because the students cannot get correct information in time about 5 minutes. The researcher formulated the conclusion that teaching reading by Make a Match technique is applicable in teaching learning process in the class. The proof of improvement of students' reading is seen in the result of second cycle 83% of students passed, it assumes that teaching reading by make a match technique used to improve the students' reading.

B. Suggestion

Based on the result of this research, the researcher proposed suggestion as follows:

1. For the teacher

- a. Considering the technique, the researcher suggests the English teachers to apply make a match technique as one of the ways in teaching reading comprehension of descriptive text because it can help the students in comprehending the text easier and make students more active in teaching learning process.
- b. To improve the student's independency, the researcher suggests the teacher to let the students to work individually.
- c. To improve the student's reading in descriptive text the researcher suggests that time in matching card should be added from 5 minutes to 10 minutes. All of steps in make a match did not changed. Just adding the time from 5 minutes to 10 minutes in reading and matching card.

2. For researcher

In this research, the researcher used make a match to help students of Junior High School, especially in descriptive text focused on interactive reading. Further the next researcher may conduct this technique on different level of students, for example selective, perspective, interactive and extensive reading.

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Appendix 1

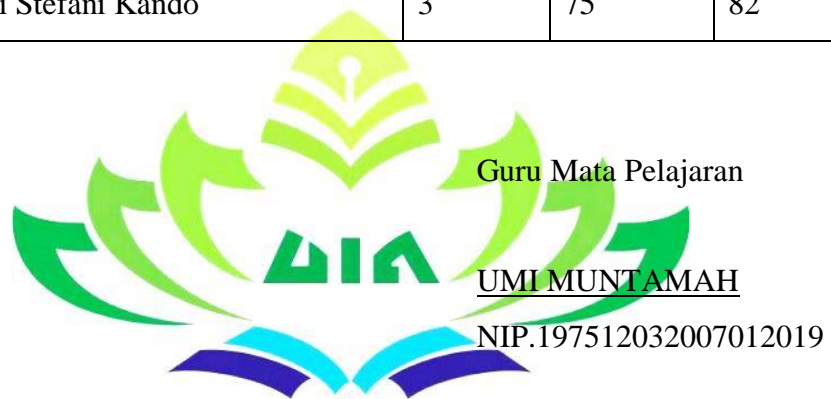
SMP NEGERI 1 SENDANGAGUNG LAMPUNG TENGAH

NILAI PRE TEST DAN POST TEST

KELAS: 82

NO	NAMA SISWA	NILAI		
		Pre test	Post test 1	Post test 2
1	Agus Setiawan	4,25	4,5	7,5
2	Akbar Ndaru Wibowo	4	5	7,5
3	Anisa Fauziah	5,75	6	8,75
4	Bagus Irfansah	4,5	5,5	7
5	Bernandinus Enggar Rosiano	7	7,75	8,5
6	Deny Setiawan	3,5	3	6
7	Diah Nur Aini	5,5	6,75	7,5
8	Dina Maulida	5	7	8,75
9	Firdaus	3,5	2	7
10	Haffsyah Dwi Handayani	4,5	7,25	7,5
11	Hanum Wijayanti	5,75	5,5	8
12	Ilham Hidayatullah	3,5	4,5	7
13	Intan Chairunissa	4,5	4,5	8
14	Juwita Ayu Cahyani	5	5	7,5
15	Kamelia Dwi Hidayanti	5	7,25	8
16	Mario Deva Setiawan	3	5	6
17	Monika Putri Natalia	5	5,75	7,5
18	Murniati	5	5,25	7
19	Naila Nur Fadila	4,75	5,5	7
20	Nando Saputra	5,5	7,25	8,5
21	Nur Hidayat	3,75	7,25	7,5
22	Nursaputra	4,25	4,5	82

23	Risma Nadila	3,75	7,25	8.25
24	Risqi Andrianto	2,75	7,5	8
25	Rizki Afdillah	5	6	8,5
26	Siti Nafisatul Fauziah	4,5	7,5	8
27	Slamet Ramadani	3,75	7,25	7,5
28	Tiara Sukma A mwliya	3,5	5	7
29	Yuli Febriani	5,75	7,25	8
30	Rendi Stefani Kando	3	75	82



Appendix 12

Teacher told about step of make a match

Students report their result

The students discussed about make a match technique







